

# Writing a Transition Plan in Illuminate- Guidance Document

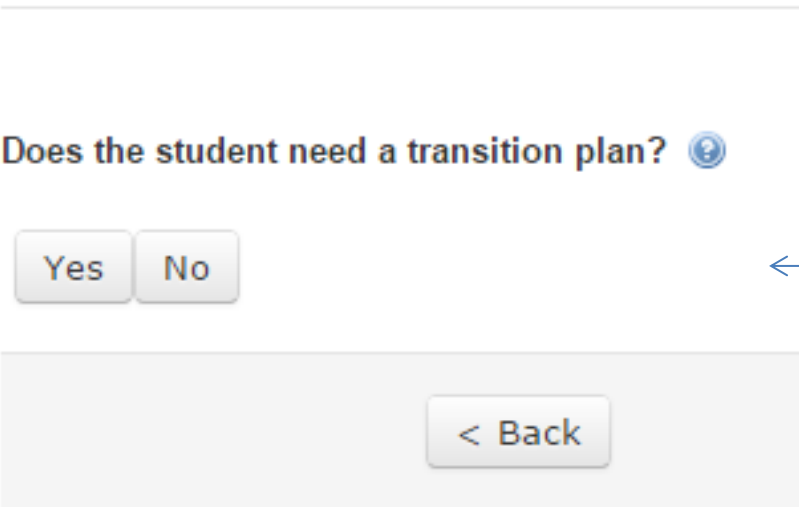

**Special Education Leadership Team  
NCRESA**

*This companion guide is organized with screen shots, directions for completion, and who is responsible for each tab in Illuminate.*

*The Special Ed. Teacher/Case Manager = [REDACTED] is responsible for writing this section of the IEP.*

M drive: Neway Common: Special Ed. Forms & Guidance: Illuminate Guidance Doc.: Writing a Transition Plan

## Writing a Transition Plan-Transition Plan Invitation Info. (required 16 yr. old & up)

 <p>Does the student need a transition plan? </p> <p>Yes No</p> <p>&lt; Back</p>	<p><b><u>Directions for completion:</u></b></p> <p>Students require a transition plan starting on their 16<sup>th</sup> birthday through graduation or aging out at 26 years old (whichever comes first).</p> <p>Choose Yes if the student will turn 16 years old during the life of this next IEP or are already above 16 years of age.</p>	<p><b><u>Responsibility:</u></b></p> <p>Special Ed. Teacher/Case Manager</p>
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# Writing a Transition Plan- Transition Plan Invitation Info. (required 16 yr. old & up)

<p>If you chose Yes to Transition Plan, the following will appear:</p> <p>Transition Plan</p> <hr/> <p>NOTE: If this Transition Plan was added on accident, then click <a href="#">here</a> to remove it</p> <p>Agency Invited <span style="float: right;">Save</span></p> <hr/> <p>Agency representatives were not invited explain why below.</p> <div style="border: 1px solid gray; height: 40px; width: 100%;"></div> <p>Student Invited <span style="float: right;">Save</span></p> <hr/> <p>The student was invited.</p> <p>Student Attendance <span style="float: right;">Save</span></p> <hr/> <p>The student was not in attendance explain what steps were taken to ensure that the student had input into their preferences and goals below.</p> <div style="border: 1px solid gray; height: 40px; width: 100%;"></div> <div style="text-align: center; margin-top: 10px;"> <span style="margin: 0 10px;">&lt; Back</span> <span style="margin: 0 10px;">Next &gt;</span> </div>	<p><b><u>Directions for completion:</u></b></p> <p>If Agency reps were not invited, you will need to explain why.          Example: "Consent to obtain community agency was not received by parent. Parents were provided agency contact information with agency descriptions of services."</p> <p>Also explain steps taken to ensure student input if student did not attend.</p>	<p><b><u>Responsibility:</u></b></p> <p style="background-color: #00FF00; padding: 5px;">Special Ed. Teacher/Case Manager</p>
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## Writing a Transition Plan-Transition Goal Details (required 16 yr. old and up)

<p>There are four areas for Transition Planning:</p> <ol style="list-style-type: none"> <li>1. Adult Living</li> <li>2. Career/Employment</li> <li>3. Community Participation</li> <li>4. Postsecondary Education/Training</li> </ol> <p>Each area has one box that looks like this:</p> <p>Transition Goal</p> <hr/> <p><i>Adult Living: Write a goal with the student regarding where he/she will live based on his/her goal for adult living.</i></p> <div style="border: 1px solid gray; height: 40px; width: 100%;"></div> <div style="border: 1px solid gray; height: 40px; width: 100%;"></div> <div style="text-align: center; margin-top: 10px;"> <input type="button" value="Next"/> </div> <p><u>In each box, you must include the following information per area:</u></p> <ol style="list-style-type: none"> <li>1) Name of transition assessment</li> <li>2) Date of transition assessment given</li> <li>3) Results of assessment in quantity form &amp; a brief description of what the student can and cannot do in that area</li> <li>4) State a measurable vision the student will do <b>AFTER graduation</b> or aging out of special education programming at age 26 (the goal)</li> </ol>	<p><b><u>Directions for completion:</u></b></p> <p>You <b>must</b> include the four criteria to the bottom left for Career/Employment and Education/Training.</p> <p>For Adult Living and Community Participation, those are optional depending on student's needs (but state why not needed, don't leave blank).</p>	<p><b><u>Responsibility:</u></b></p> <p style="background-color: #00FF00; padding: 5px;">Special Ed. Teacher/Case Manager</p>
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## Writing a Transition Plan-Transition Goal Details (required 16 yr. old and up)

Areas for Transition include:	<u>Directions for completion:</u>	<u>Responsibility:</u>
<p><b><u>Adult Living:</u></b> As an adult, where does the student want to live (city/town), with whom (self, friend, family, spouse) in (apartment, house, group home)? Does the student know how to prepare basic meals, clean, do laundry, pay bills, manage a financial budget?</p> <p><b>*<u>Career/Employment:</u></b> Ask.... As an adult, what kind of work does your student want to do? How does the student want to earn a living?</p> <p><b><u>Community Participation:</u></b> Ask...As an adult, what activities does the student like to do for fun? What clubs, sports, or organizations is the student currently involved in or want to join? Can the student access transportation, navigate to key places in the community, or identify how to find out this information?</p> <p><b>*<u>Post-Secondary Education/Training:</u></b> Ask...As an adult, what additional education or training does the student need for his/her career? What preparation is needed for the student to reach their employment goal? College? Vocational? If no further education, training on how to perform the job by a job coach?</p> <p><b>TIP:</b> Employment=<u><b>JOB</b></u>      Education/Training=<u><b>PREPARATION for that JOB</b></u></p>	<p>Complete these sections using the formulas for the <b>present level</b> and <b>goal</b> described on next page.</p> <p><b>*=required to be completed for every student 16 years old and up</b></p>	<p>Special Ed. Teacher/Case Manager</p>

## Writing a Transition Plan-Transition Goal Details continued...

<u>How to write each section of transition:</u>	<u>Directions for completion:</u>	<u>Responsibility:</u>
<p>Based on the <u><i>name of transition assessment</i></u> taken on <u><i>date of assessment, name of student</i></u> scored a <u><i>results of assessment in quantity form</i></u> in <u><i>name of transition area</i></u>. <u><i>Name of student</i></u> can...<u><i>briefly describe present levels</i></u>. After graduation, <u><i>name of student</i></u> <b>WILL</b>...<u><i>skill the student will be able to do</i></u>.</p> <p><b>Example A:</b> Based on the STAT (Student Transition Assessment Tool) taken on 10-14-14, John scored a 55% in Adult Living. He can dress and feed himself but does not know how to make simple meals. After graduation, John will live on his own in an apartment in the Newaygo County area.</p> <p><b>Example B:</b> Based on the STAT (Student Transition Assessment Tool) taken on 10-14-14, John scored a 70% in Employment. He has never written a resume but has filled out a job application. He has worked doing side jobs with his dad and also cut the grass for several of his neighbors for a small fee. He likes to work with his hands and would like to be a skilled tradesman. After graduation, John will become a welder.</p>	<p>There will be two parts to answer in the box:</p> <p>A) A <u>present level</u> of this transition area with criteria in <b>red</b> to the left.</p> <p>B) The <u>transition goal</u> using the formula in <b>red</b> to your left.</p>	<p><b>Special Ed. Teacher/Case Manager</b></p>

# Writing a Transition Plan-Transition Goal Details continued...

<p>Transition Area : <b>Adult Living</b></p> <p>Is there a need for an activity in this area?</p> <p> <input type="button" value="Yes"/> <input type="button" value="No"/> </p> <p>Goal Area <b>Adult Living</b></p> <p>What area would you like the activity in? * <input type="text"/></p> <p>Activity <input type="text"/></p> <p>Person/Agency Responsible <input type="text"/></p> <p>Timeline For Completion <input type="text" value="11/10/2014"/> </p> <p><input type="button" value="Save"/></p>	<p><b><u>Directions for completion:</u></b> Adding activities...</p> <p>Choose Yes or No. If the present level warrants a goal in this area, then you need a least <b>ONE</b> activity.</p> <p><b>Activity:</b> these are steps that can be taken <b><u>in the life of this IEP</u></b> to help the student make progress towards accomplishing the post-secondary transition goal</p> <p><b>Person/Agency Responsible</b> can be a variety of people: Parent, Student, School Counselor, Special Ed. Teacher, etc. (name title, not individual person names)</p> <p><b>Timeline for Completion:</b> choose date of <i>one day prior</i> to this annual IEP expiring next year</p>	<p><b><u>Responsibility:</u></b></p> <p><b>Special Ed. Teacher/Case Manager</b></p> <p>NOTE: Transition “activities” are also called transition “services” because they are actual tasks to be accomplished.</p> <p>Activities <b><u>MUST</u></b> change year to year in order to ensure the student will reach his/her post-secondary transition goal.</p>
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## Writing a Transition Plan-Course of Study (required 16 yr. old and up)

<p>Course of Study</p> <hr/> <p>What is the student's course of study?</p> <p><input type="checkbox"/> General and/or special education classes leading to a diploma</p> <p><input type="checkbox"/> Course of study leading to a certificate of completion</p> <p>&lt; Back   Next &gt;</p>	<p><b><u>Directions for completion:</u></b></p> <p>Choose one or the other.</p>	<p><b><u>Responsibility:</u></b></p> <p>Special Ed. Teacher/ Case Manager</p>
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## Writing a Transition Plan-Student Rights (required 16 yr. old and up)

<p>Student Rights</p> <hr/> <p>Since the student is or will be 17 during this IEP duration, the following were performed:</p> <p><input type="checkbox"/> The student and family were informed of parental rights that will transfer to him/her at age 18</p> <p>Since the student is or will be 18 during this IEP duration, the following were performed:</p> <p><input type="checkbox"/> The student and parents were informed of the parental rights that transferred to the student at age 18</p> <p><input type="checkbox"/> There is a guardian established by court order</p> <p>The guardian is: <input type="text"/></p> <p style="text-align: center;">←</p> <p style="text-align: center;"> <input style="margin-right: 10px;" type="button" value=" &lt; Back "/> <input style="margin-left: 10px;" type="button" value=" Next &gt; "/> </p> <p><b>*this is the last page of the Transition Plan section</b>  <b>**however be sure to tie <u>one</u> of the annual IEP GOALS (not objectives) to <u>transition services/activities</u> (see next page)</b></p>	<p><b><u>Directions for completion:</u></b></p> <p>Select one</p> <p><b>*If you choose the 3<sup>rd</sup> option ("There is a guardian established by court order") ensure that court order is in the student's CA-60 and provide first and last name of that guardian.</b></p>	<p><b><u>Responsibility:</u></b></p> <p><b>Special Ed. Teacher/Case Manager</b></p>
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## Writing a Transition Plan-tying one annual IEP goal to transition services

<p>Example A (from above):</p> <p style="text-align: center;"><i>ADULT LIVING...</i></p> <p><i>Based on the STAT (Student Transition Assessment Tool) taken on 10-14-14, John scored a 55% in Adult Living. He can dress and feed himself but does not know how to make simple meals. After graduation, John will live on his own in an apartment in the Newaygo County area.</i></p> <p><i>Activity 1: John will create a mock personal budget of basic living expenses to live independently.</i></p> <p><i>Activity 2: John will practice making a simple meal.</i></p> <p>Then an annual IEP goal could be tied to this transition plan such as...</p> <p><b><u>In order for John to read recipes so he can make simple meals, John will...</u></b></p> <ul style="list-style-type: none"> <li>• Identify metric measuring amounts (Tb., tsp., cup)...(could be tied to Math)</li> </ul> <p>-or-</p> <ul style="list-style-type: none"> <li>• Demonstrate comprehension of a list of directions by paraphrasing and summarizing...(could be tied to Reading/Language Arts)</li> </ul>	<p><b><u>Directions for completion:</u></b></p> <p>At least one annual IEP goal must be tied to transition services (activities).</p> <p>A simple way to do this is make a starting clause to the annual IEP goal that ties back to how the student <b><u>will accomplish the transition activity</u></b> within the life of this IEP year.</p>	<p><b><u>Responsibility:</u></b></p> <p>Special Ed. Teacher/ Case Manager</p>
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Example B (from above):

*EMPLOYMENT...*

*Based on the STAT (Student Transition Assessment Tool) taken on 10-14-14, John scored a 70% in Employment. He has never written a resume but has filled out a job application. He has worked doing side jobs with his dad and also cut the grass for several of his neighbors for a small fee. He likes to work with his hands and would like to be a skilled tradesman. After graduation, John will become a welder.*

*Activity 1: John will create a resume using an online formatting tool.*

*Activity 2: John will use onetonline.org to research facts about the occupation of welding in his local area.*

Then an annual IEP goal could be tied to this transition plan such as...

**In order for John to successfully create a resume, John will...**

- Write for a variety of purposes...
- Demonstrate technical writing...
- Demonstrate comprehension of key content vocabulary...(could be tied to Reading/Language Arts)
- Etc.